

# ANNOTATED BIBLIOGRAPHY OF TEXTS FOR ESL METHODS

May 2013, Compiled by Jeanette Gordon, Illinois Resource Center

The texts were chosen to support participants in ESL Methods courses and others seeking pedagogical insight and strategies for effectively teaching English Language Learners. Specific resources on program design, multiculturalism, native language methods, and assessment are not included since those are taught in other courses. However, some of the resources selected will integrate these components.

**Note: To learn about or order a book, click on the blue titles. You may be able to find many of the resources at a lower cost by conducting a search.** However, this immediate access to additional information will enable you to more quickly identify the resources most beneficial to you. Most of the annotations for this resource listed were copied from the descriptions of the resources on publisher and/or vender sites. Many of the resources were added based on the reputation of the author(s), confidence in those who recommended them, and/or the reviews. However, if you feel that any text should not be included, please email [jgordon@cntrmail.org](mailto:jgordon@cntrmail.org) to explain your rationale.

## SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP)

*Note: The original book was used as the text in the Innovative Methods Course one year. The following year teachers chose between the Elementary or Secondary version. Now additional resources have been developed. See the multiple options below. All can be found at the following link.*

<http://siop.pearson.com/books-resources/index.html>

### Making Content Comprehensible for English Learners: The SIOP® Model 4th edition

**K-12** (3<sup>rd</sup> edition of the original text)

This publication by Echevarria, Vogt, & Short presents the Sheltered Instruction Observation Protocol (SIOP) Model, an empirically validated, coherent, field-tested model of sheltered instruction. The SIOP Model specifies the features of a high-quality sheltered lesson that teaches content material to English learners and helps them develop their academic English skills. The SIOP Model offers an observation tool that allows coaches, school administrators, staff developers, teachers, teacher candidates, university faculty, and field experience supervisors to observe and quantify a teacher's implementation of quality sheltered instruction. All of the 30 items from the SIOP Model are illustrated through classroom vignettes.

*"Trusted by more than 350,000 educators, the Sheltered Instruction Observation Protocol (SIOP®) Model provides guidance to best practices for teaching English learners. Now, in response to the overwhelming success of the SIOP® Model, multiple resources have been developed" (K-12, elementary, secondary, specific content areas, as well as books for administrators, staff developers and coaches.)*

### Using the SIOP Model with Pre-K and Kindergarten English Learners (SIOP Series)

Jana J. Echevarria (Author), Deborah J. Short (Author), Carla Peterson This new addition to the best-selling SIOP® Model series shows how to use the SIOP® Model with **pre-K and kindergarten** English learners so they can fully participate in all aspects of early schooling.

### [Making Content Comprehensible for \*\*Elementary\*\* English Learners: The SIOP® Model, 2<sup>nd</sup> Edition](#)

Jana Echevarria, MaryEllen Vogt, & Deborah J. Short Year: 2009 This new publication teaches SIOP through **elementary examples only**. It opens with an introductory chapter that provides an overview of issues in the education of English learners. Each chapter that follows discusses one research-based component of the SIOP Model of instruction and gives explicit guidance on how to implement the component in elementary classrooms. Each chapter also includes vignettes of 3 teachers implementing the SIOP Model to varying degrees. Readers have the opportunity to analyze the instruction and rate the lessons.

**Note: The grade level and content specific SIOP resources below follow the format described above.**

### [Making Content Comprehensible for \*\*Secondary\*\* English Learners: The SIOP Model, 2<sup>nd</sup> Edition](#)

Echevarria, Vogt, Short This book is geared towards the specific needs of **middle/secondary students and teachers**.

### [The SIOP Model for Teaching \*\*English Language-Arts\*\* to English Learners](#)

This text by Jana Echevarria, MaryEllen Vogt, and Deborah Short is designed for **reading and English teacher's literacy coaches, intervention teachers, and reading specialists**. It is specifically for the English-language arts (ELA) classroom at **each grade-level**.

### [The SIOP Model for Teaching \*\*History-Social Studies\*\* to English Learners \(SIOP Series\)](#)

This book by Jana Echevarria, MaryEllen Vogt, and Deborah Short offers teachers, coaches, and intervention teachers access to research-based, SIOP-tested techniques for lessons specifically for the **History-Social Studies classrooms at each grade-level**.

### [The SIOP Model for Teaching \*\*Science\*\* to English Learners \(SIOP Series\)](#)

This book by Jana Echevarria, MaryEllen Vogt, and Deborah Short provides teachers, coaches, and intervention teachers access to research-based, SIOP-tested techniques for lessons specifically for the **science classroom at each grade level**.

### [The SIOP® Model for Teaching \*\*Mathematics\*\* to English Learners](#)

This text by Jana Echevarria, MaryEllen Vogt, and Deborah Short is designed for teachers, coaches, and intervention teachers access to research-based, SIOP-tested techniques for lessons specifically for the **mathematics classroom at each grade level**.

### [99 Ideas and Activities for Teaching English Learners with the SIOP Model](#)

The Perfect Companion to Making Content Comprehensible for English Learners: The SIOP® Model. This book by MaryEllen Vogt and Jana Echevarria offers research-based, SIOP®-tested techniques for lessons that include the eight SIOP® components. The 99 ideas and activities in this book include a few familiar techniques that have been shown to be especially effective for

ELLs, as well as many new ideas for SIOP® teachers. This book would be most helpful to teachers who are already familiar with the model.

### [Implementing the SIOP Model Through Effective Professional Development and Coaching](#)

This book empowers **teachers, professional development coordinators, coaches, and administrators** with complete access to the “how” and “why” of the SIOP® Model—from getting started to sustaining the program—all in one place to meet your professional development and coaching needs.

### [The SIOP Model for Administrators](#)

This book by Deborah J. Short, MaryEllen Vogt, and Jana Echevarria is designed for **administrators** who want to support the academic achievement of English language learners (ELLs). This publication provides essential information about the education of ELLs, as well as a practical overview of the SIOP Model\* and its effective implementation. The SIOP Model, a research based and validated model of sheltered instruction, allows educators to plan and implement high-quality sheltered lessons for ELLs that integrate English language and academic content instruction. Written by the researchers and developers of the SIOP Model, this book can help administrators design SIOP initiatives as well as support and assess teachers as they implement SIOP instruction.

## **OTHER TEXT RESOURCES ORGANIZED BY TOPICS, EDUCATIONAL ROLE, AND GRADES**

### **COOPERATIVE LEARNING**

#### [Kagan Cooperative Learning](#) (All Grades)

Dr. Spencer Kagan & Miguel Kagan have provided an extremely valuable resource for all learners. While not specific for ELLs, cooperative learning is an essential methodology for teaching ELLs. Kagan has refined and perfected the most widely used and respected form of cooperative learning ever—Kagan Cooperative Learning. This classic best seller is your definitive guide to everything Kagan. See the multiple content and grade cluster resources. The cooperative structures provide specific interaction patterns which greatly enhance ELL engagement, provide opportunities for native language support, and enhance learning for all students. In addition to multiple texts and support manipulatives, options are available for workshops and more intensive training in this model.

### **TECHNOLOGY**

#### [Empower English Language Learners With Tools From the Web](#)

Author Lori Langer de Ramirez This timely, user-friendly book provides inservice and preservice ESL teachers with the background and tools needed to implement Web 2.0 technologies in their classes today. The ELLs in these classrooms will benefit from learning English (and content) through rich and motivating technologies such as blogs, wikis, podcasts, visual media, social networking, and Second Life. Designed for teachers who need some guidance in using

technology as a teaching tool, this handbook is very easy to follow and provides step by step instructions for even the most inexperienced 'digital (non) natives'!" —Holly Hansen-Thomas

## **COLLABORATIVE AND CO-TEACHING**

### [Collaboration and Co-Teaching: Strategies for English Learners](#)

Andrea Honigsfeld and Maria Dove Rec. by Jim Cummins "This new resource is exceptionally timely. The book provides educators with a much-needed road map for making true collaboration and co-teaching a reality. At a time when schools are facing limited resources and more demand for improved student performance, the effective instructional approaches in this book are essential for educators and English language learners alike." —Jana Echevarria

## **SPECIAL EDUCATION**

### [Special Education Considerations for English Language Learners: Delivering a Continuum of Services, Second Edition](#) *Else Hamayan, Barbara Marler, Cristina Sánchez-López, Jack Damico*

Do you know when ELLs have special education needs, and what interventions to use? This book helps special education specialists learn how to assess the specific nature of an ELL's learning challenges, create a continuum of appropriate interventions, and measure the ELL's response to those interventions.

The second edition includes extensive new discussion of RtI and standardized testing, now widely used for diagnostic purposes, and clearly describes negative consequences for ELLs of this dominant approach. This powerful guide offers a comprehensive alternative for educators dedicated to equity for all ELLs, including those experiencing challenges at school.

*This book is highly recommended by the Illinois Resource Center*

### [Implementing RTI With English Learners](#)

Douglas Fisher, Nancy Frey, Carol Rothenberg With the growing population of English learners (ELs) in classrooms, all teachers must be language teachers. This book presents an approach that every teacher can use to ensure that English learners access the core curriculum and achieve at high levels. Rec. by Tim Bohls WIDA Consortium

### [How the ELL Brain Learns](#)

This book by David A. Sousa combines current research on how the brain learns language with strategies for teaching English language learners in K–12 classrooms. The award-winning author and brain research expert describes the linguistic reorganization needed to acquire another language after the age of 5 years. He supplements this information with immediately applicable tools: among them ready-to-use brain-compatible strategies for teaching English learners across

**ADMINISTRATORS** (See SIOP for Administrators above)

### [Leading Academic Achievement for English Language Learners: A Guide for Principals](#)

Betty J. Alford and Mary Catherine Niño This practical book shows how to shape a school culture conducive to high academic achievement for all students. An award-winning former principal and a professional development specialist provide the steps for developing teacher capacity, applying successful instructional practices, and advocating for ELLs. Written in straightforward language with quick reference charts, summaries, resources, and tools, the text provides strategies for creating a culture of ELL advocacy and achievement, case studies from school leaders, professional development tools, and tips for strengthening home–school–community connections.

## **EARLY CHILDHOOD**

### ["The Words Came Down!"](#)

English Language Learners Read, Write, and Talk Across the Curriculum, K-2 *The Words Came Down* by Parker and Pardini outlines structures that successfully support ELL students both in the classroom and throughout the school, and shows teachers how to implement workshops in writing, reading, social studies, math, and science. This book includes multiple examples of Understanding by Design.

### [Differentiated Early Literacy for English Language Learners: Practical Strategies](#)

This book by Paul S. Boyd-Batstone is packed with strategies and activities that are directly applicable to the classroom and that focus on meeting the early literacy demands of No Child Left Behind. Early literacy strategies for English language learners are differentiated according to five levels of language proficiency. The book includes a wealth of tips for parent involvement, offering ways parents, who may not be literate in English, can help their child develop literacy skills. Assessment tools for differentiating levels of English proficiency are included throughout to help pre-service and in-service teachers assess levels of English proficiency in order to differentiate instruction.

## **K-5 READING TEACHERS, GENERAL EDUCATION AND ESL TEACHERS: LITERACY FOCUS**

### [Differentiating Literacy for English Learners: A DVD and Instructional Booklet \(Grade level ?\)](#)

To ensure every English learner learns and understands content area curriculum, the renowned author team of Carol Rothenberg and Douglas Fisher presents teachers and staff development trainers with *Differentiating Literacy for English Learners: A DVD and Instructional Booklet*. Their new DVD features eleven examples of exemplary content area instruction to help teachers implement effective lesson plans that include both content area objectives and language development—essential to learning content area coursework.

### [Balancing Reading and Language Learning](#)

Outstanding resource for Teaching English Language Learners, K–5 Combining the best classroom practices and research on teaching reading and language acquisition, Mary Cappellini integrates effective reading instruction with effective language instruction. Through the

framework of a balanced reading program, she emphasizes the importance of constantly listening for and assessing children's language and reading strategies during read aloud, shared reading, guided reading, and independent reading, including literature circles.

#### [Becoming One Community: Reading and Writing with ELLs \(Grades 3-6\)](#)

"More and more classrooms across the country are filled with children who speak languages other than English. In these diverse classrooms, many teachers struggle with how to create reading and writing instruction that is appropriate for their English language learners. In *Becoming One Community*, Kathleen Fay and Suzanne Whaley provide expert guidance on helping students who are just learning English develop their voice and skills within reading and writing workshops". —JoAnn Portalupi

#### [Making Sense: Small-Group Comprehension Lessons for English Language Learners](#)

The authors Juli Kendall and Outey Khuon believe that small group comprehension lessons have a key role to play in advancing students' understanding of texts. *Making Sense* outlines fifty-two lessons that teach students how to make connections, ask questions, visualize (make mental images), infer, determine importance, and synthesize. The book's five main sections are geared to the stages of language proficiency, and lessons are divided into "younger" and "older" students, spanning **kindergarten through grade 8**. (See *Writing Sense* by the same authors.)

#### [Differentiated Literacy Strategies for English Language Learners, Grades K–6:](#)

Gayle H. Gregory Adapted from the highly successful *Differentiated Literacy Strategies for Student Growth and Achievement in Grades K–6*, This book provides a wealth of grade-specific literacy strategies that not only increase student achievement but also increase it rapidly. The authors provide proven practical tools for differentiating instruction to meet language and individual learning styles. Teachers will find an instructional and assessment framework designed to promote critical competencies.

#### [Scaffolding Reading for English Language Learners](#)

Michael F. Graves helps teachers create lessons for fiction and nonfiction texts using a flexible framework called Scaffolded Reading Experience (SRE). It shows how to teach to accommodate the diverse needs of your students, let you learn from actual examples, shows you how to help English-language learners make progress in learning and reading and how to reinforce reading instruction all day.

#### [English Language Learners Day by Day, K-6: A Complete Guide to Literacy, Content-Area, and Language Instruction](#)

Christina M. Celic recognizes the challenges teachers face when working with English language learners, and responds with realistic and practical solutions. Drawing on a rich blend of research findings and classroom experiences, this bible on ELL instruction will help mainstream and preservice teachers, as well as ESL and bilingual specialists, better understand how they can make their classrooms a place where English language learners thrive.

### [Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom](#)

How does a mainstream **elementary classroom teacher with little or no specialized ESL training** meet the challenge of teaching linguistically diverse students? Pauline Gibbons suggests how: integrate the teaching of English with the content areas of the regular curriculum. What's more, she shows how in this practical resource book. [www.amazon.com](http://www.amazon.com)

### [Connecting Content and Academic Language for English Learners and Struggling Students Grades 2-6](#)

This book by Ruth Swinney and Patricia Velasco focuses on increasing teachers' expertise in developing all students' academic language. Included are graphic organizers, sample lesson plans, and reproducibles. The editorial reviews strongly applaud the effectiveness of this resource.

### [The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners](#)

In this book Persida Himmele and William Himmele present a five-part, research-based framework--CHATS--that teachers can use to help ELLs, as well as other students, attain greater language skills and deeper content comprehension. The CHATS framework provides teachers with Content reading strategies, Higher-order thinking skills, Assessment tools, Total participation techniques, and Scaffolding strategies. The book also contains helpful planning worksheets, assessment logs, scaffolding tools, more than 25 classroom and team-building activities and specific tips about how these activities benefit ELL

### [Constructivist Strategies for Teaching English Language Learners](#)

Sharon Adelman Reyes, Trina Lynn Vallone: This book provides guidelines for using constructivist teaching methods with English language learners and includes classroom examples, grade-level connections, and strategies that promote educational equity. The reviews applaud the action-oriented non-deficit, multicultural approach. See author info.

### **RESOURCES THAT FOCUS ON WRITING** (See grade levels in bold.)

#### [Writing Instruction and Assessment for English Language Learners K-8](#)

Susan Lenski EdD, Frances Verbruggen This book helps teachers understand the unique needs of ELLs and promote their achievement by adapting the effective instructional methods teachers already know. Engaging and accessible, the book features standards-based lesson planning ideas, examples of student work, and 15 reproducible worksheets, rubrics, and other useful materials. It describes ways to combine instruction in core skills with ample opportunities to write and revise in different genres. Invaluable guidance is provided for assessing ELLs' writing development at different grade levels and language proficiency levels. Rec. by Colorin Colorado

#### [Writing Sense: Integrated Reading and Writing Lessons for English Language Learners](#)

Julie Kendall and Outey Khuon *Writing Sense* outlines the classroom conditions necessary for successful writing instruction with English language learners, whether in writing workshop and/or small-group instruction. It includes 68 classroom-tested lessons for grades **K–8** that show kids at all levels of language acquisition how to make connections, ask questions, visualize (make mental images), infer, determine importance, synthesize, monitor meaning and comprehension, and use fix-up strategies. (See *Making Sense* by the same authors.)

#### [When English Language Learners Write](#) : Connecting Research to Practice **K-8**

Not only does Katherine Davies Samway provide a window into the latest research as well as practical teaching ideas, she takes you inside the minds and classroom experiences of five ELLs. She documents the ways they think, the products of their learning, and their progress as writers. You'll see firsthand how an instructional focus on what children can do helps nonnative speakers become fluid English writers more quickly than placing them in low-performing groups or falling back on pullout remediation.

#### [Writing Instruction for English Learners: A Focus on Genre](#)

This guide by Eugenia Mora-Flores helps teachers combine explicit and intentional strategies to facilitate writing development across genres for English learners in **Grades 2–8**. It includes resources for teaching narrative, expository, and persuasive writing and poetry; techniques for using the process writing model and contains reproducible graphic organizers and samples of student work.

#### [Change My Life Forever: Giving Voice to English Language Learners](#)

As a public school staff developer in New York's Chinatown, Maureen Barbieri realized that the 1400 students in her new **middle school** had stories to tell, questions to ask, and opinions to share. Their challenge was adapting to a new home and a new language. Hers was helping them use English literacy skills to bridge their memories of China to their hopes for the future, as they came to value both their old and their new cultures. Through case studies and classroom vignettes Barbieri reveals the power of literacy to change students' perspectives and give them hope.

#### [Unleashing Your Language Wizards: A Brain-Based Approach to Effective Editing and Writing](#)

This text by John Crow for **3-12** teachers leaves behind traditional pedagogy that imposes arcane rules, rote memorization, and endless grammar drills that have little interaction with existing competencies. This book breaks new ground by developing a research-based, active-learning approach to teaching lasting sentence management skills by tapping into students' natural learning abilities.

### **RESOURCES THAT FOCUS ON ACADEMIC LANGUAGE**

[Academic Language for Diverse Classes](#) or any book in the series



Margo Gottlieb and Gisela Ernst-Slavit have written a series of grade-cluster resources for the academic language of math and language arts. The companion (foundational) book to the six-book series, *Academic Language Demands for Language Learners: From Text to Context*, encapsulates the broad ideas of the series by presenting the evolving theory behind the construct of academic language, a definition and examples of each of its components, and a template for direct classroom applicability. Each of the six books in the series is a more detailed, comprehensive treatment of text-based academic language at each grade level and describes the process by which teachers can incorporate academic language into their instructional assessment practices.

## GENERAL ESL INSTRUCTION FOR K-12 EDUCATORS

### [Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers](#)

This comprehensive guide by Shelley Fairbairn, Stephaney Jones-Vo 2010 shows general education and ESL teachers how to differentiate instruction and assessment for the English language learners in their classes. The book provides concrete strategies that teachers can use in any content-area classroom to engage every ELL, from beginning to advanced levels of English language proficiency. The authors highlight how teachers can address critical differences between ELLs with a strong foundation in the first language and students with limited former schooling. The book is aligned with national and state English language standards.

### [English Language Learners: The Essential Guide \(Theory and Practice\)](#)

David Freeman and Yvonne Freeman, two of the leading experts on English language learning show mainstream teachers in a variety of settings how to support language growth through content areas, organize curriculum around themes, draw on primary language and culture, emphasize meaningful reading and writing, and develop academic language. Scenarios from classrooms at different grade levels show teachers how to implement effective practices for meeting the needs of their English language learners. **For use with Grades K–12.**

### [Reading, Writing and Learning in ESL 5th Ed.](#)

A Resource Book for **K-12 Teachers** This text by Suzanne F. Peregoy and Owen F. Boyle **Suzanne** is often used in ESL methods classes and has high ratings by the readers. Praised for its strong research base, engaging style, and inclusion of specific ideas, the 5th Edition comprehensively examines oral language, vocabulary, writing, reading, and writing content-based instruction in English for grades K-12 students.

### [Fifty Strategies for Teaching English Language Learners, 4/E](#)

*Fifty Strategies for Teaching English Language Learners, Fourth Edition*, by Adrienne Herrell and Michael Jordan, includes a rich assortment of practical strategies aligned to TESOL standards

which have been field-tested in diverse classrooms. Each strategy includes a brief explanation, step-by-step instructions on how to plan and use the strategy, and two classroom scenarios demonstrating how the strategy can be adapted for different grade levels and content areas. Herrell and Jordan have included additional language and literacy development strategies, technology strategies, and assessment strategies to support both pre-service and in-service teachers. (2012) copyright Get 3<sup>rd</sup> edition if not available.

### [Classroom Instruction That Works with English Language Learners](#)

The research-based strategies from *Classroom Instruction That Works* are applied to teaching English language learners to help educators raise the achievement levels of these students. Hill and Flynn examine nine types of instructional strategies that maximize learning that can be applied to ELL students in every grade level

### [Brain-Compatible Differentiated Instruction for English Language Learners](#)

This book by Marjorie Hall Haley is written for teachers looking for solid instructional practices that work well with mainstream as well as English Language Learners (ELLs.) Drawing on the most current neuroscience research, the authors have given a theoretical overview of the twelve topics that contribute to successful brain-compatible teaching and learning and differentiating instruction for ELLs

### [102 Content Strategies for English Language Learners: Teaching for Academic Success in Grades 3-12](#) (See 120 Content Strategies... for Secondary only below)

This easy-to-use resource by Jodi Reiss offers 102 practical instructional and assessment strategies built on a strong foundation of second language acquisition theories and principles.

### **MIDDLE AND HIGH SCHOOL (See Content Specific below and SIOP, first section)**

#### [English Language Learners: Teaching Strategies that Work](#)

This **learner-empowering** text by Larry Ferlazzo offers educators a five-step methodology for teaching that builds on students' assets rather than viewing ELLs through the typical lens of "deficits". The five principles around which the process revolves are: building relationships, accessing prior knowledge through student stories, developing student leadership, learning by doing, and reflection. The book emphasizes "**high-order**" **thinking skills**. In addition to providing detailed lessons, the book shares a framework teachers can use to create their own lessons, and it shows how to take advantage of technology and games as teaching tools.

#### [English Learners, Academic Literacy, and Thinking](#)

**Deep understanding, critical thinking**, subject knowledge, and control of academic literacy are goals we have for all our students. Pauline Gibbons presents an **action-oriented approach** that gives English learners high-level support to match our high expectations. Focusing on the **middle grades of school**, she shows how to plan rigorous, literacy-oriented, content-based instruction

and illustrates what a high-challenge, high-support curriculum looks like in practice. Strongly recommended by Jim Cummins.

#### [Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School](#)

By Nancy Cloud, Judah Lakin, Erin Leininger, Laura Maxwell This practical guide is grounded in the latest research on **adolescent literacy development**. It features effective strategies that general education teachers, ESL teachers, and guidance counselors can use to ensure that middle and high school English language learners develop proficiency in academic English, succeed in school, and graduate. It is written by exemplary secondary school teachers who know firsthand the challenges of educating adolescent ELLs, and who have implemented these strategies effectively in their classes.

#### [Improving Adolescent Literacy: Content Area Strategies at Work, 3rd Edition](#)

This guide by Douglas Fisher and Nancy Frey is packed with real classroom examples of specific teaching strategies in action and features a focus on working with English language learners and struggling readers, ideas for using different technologies to enhance teaching, an up-to-date research base of current sources of support and additional reading, and an excellent assessment chapter showing how various formal and informal assessments can be used in the classroom.

#### [120 Content Strategies for English Language Learners \(Secondary\)](#) (Same author as the 102 Content Strategies: 3-12)

Teaching for Academic Success in **Secondary School**, 2nd Edition by Jodi Reiss offers practical instructional and assessment strategies. All 120 strategies are concise and easy to follow with helpful guides to help you maximize your secondary students' performance potential in the content areas at every level of English language development.

### **CONTENT SPECIFIC RESOURCES (See SIOP also, first section)**

#### **ELEMENTARY**

#### **Focus on Science and Social Studies, emphasis on use of children's art (elementary)**

#### [Ladybugs, Tornadoes, and Swirling Galaxies: English Language Learners Discover Their World Through Inquiry](#)

"*Ladybugs, Tornadoes, and Swirling Galaxies* by Brad Buhrow and Anne Upczak Garcia is an engaging and vital resource for teachers endeavoring to address the needs not just of ELLs, but of all students in today's increasingly diverse schools. The cornerstone of literacy development for second language learners is the skillful mediation of conceptual knowledge through visual imagery and oral interaction, coupled with the representation of these ideas in text. As Brad and Anne describe their classrooms and their teaching, we see myriad examples of this in action, as well as the rationale behind it.—Nancy L. Cummins, author of *Linguistic Diversity and Teaching*

### English Language Learners in the Mathematics Classroom

Strengthen mathematical understandings and academic vocabulary with standards-based strategies! Whether you teach mathematics in a contained **elementary classroom**, as a specialized math teacher, or as an ELL teacher, this new resource will help you meet the needs of your English Language Learners. **highly recommended by Cristina Sanchez-Lopez, the IRC math consultant**

### Supporting English Language Learners in Math Class, Grades K-2

Rusty Bress, Kathy Melanese and Christine Sphar address the reality that(ELLs) need additional support in classes where math instruction is in English. This lesson-based series gives teachers the essential tools for meeting math content goals and language development goals simultaneously. Each model lesson takes teachers step-by-step through ways to actively involve ELLs in learning math. Teachers will get a wealth of strategies and activities for modifying their instruction to improve the success of diverse ELLs.

### **SECONDARY CONTENT** (Also see SIOP first section)

### Making Mathematics Accessible to English Learners

A Guidebook for Teachers, **Grades 6-12** By: John Carr, Catherine Carroll, Sarah Cremer, Mardi Gale, Rachel Lagunoff, Ursula Sexton, This practical book helps upper elementary, middle, and high school mathematics teachers effectively reach English learners in their classrooms. Designed for teachers who have had limited preparation for teaching mathematics to English learners, the guide offers an integrated approach to teaching mathematics content and English language skills, including guidance on best instructional practices from the field, powerful and concrete strategies for teaching mathematics content along with academic language, and sample lesson scenarios that can be implemented immediately in any mathematics class.

### Anatomy and Physiology for English Language Learners

Judy M. Penn and Elizabeth Hanson: Focusing on a particular organ system, each chapter includes a high-interest opening vignette, extensive illustrations, level-appropriate readings, comprehension checks, vocabulary development and practice, and a section on high-frequency verbs used in scientific contexts. A comprehensive workbook-type review at the end of each chapter includes test items from actual anatomy and physiology texts. [www.amazon.com](http://www.amazon.com)

the curriculum and ways to detect ELLs learning problems. *"This book is one of the best I've read on how the brain functions in second language learners and is invaluable for understanding ELLs with learning disabilities."*

—Irma Guadarrama, Professor